



**Connecticut Association of Boards of Education, Inc.**

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Selected areas for consideration concerning the fiscal impact of State mandates on local communities, with a focus on public education.

### **Best Program (New Legislative program to replace BEST, Mentor Assistance Program MAP)**

It appears that the new MAP program under consideration by the legislature will require increased resources from local school districts, as well as increased responsibilities. The local district will have to dedicate additional staff hours and funds to meet the proposed requirements of the New BEST. Could the Regional Service Centers (RESCS) play an expanded role in implementing this program?

### **Magnet Schools**

Under the current legislation, it is difficult if not impossible, for local districts to plan for magnet school attendance. Parents are discovering, with the assistance the magnet schools, the availability of attendance at any magnet school with space available. The tuition and transportation for these programs become the responsibility of the local district. There needs to be better regulations concerning the catchment area, time lines, and perhaps a cap on the cost per student to the local district.

### **Secondary School Reform**

The work of the Committee on Secondary School Reform is to be commended. Clearly the committee's recommendations have merit, and costs. The legislature should acknowledge the work of the committee and the recommendation of the State Board of Education. The legislature should refrain from implementing any portion the secondary school reform recommendation until adequate funding is available for implementation.

### **School Schedules**

Each community in Connecticut has unique needs, and has developed school calendars schedules to meet the needs of the community. There is no clear need to have a uniform school schedule for the state.

### **Instructional Programs**

The State Board of Education has a responsibility to identify, and make available, exemplars of model curriculum. There are many examples currently in place across the state and across all curricular areas that the State Board of Education could "adopt" as model curricula. When there are under performing schools identified, the State Board of Education should use the Model Curricula as a basis for working with the school in an improvement effort.

### **Building Code**

The State Department of Education and the Connecticut State Building Code have different standards that can impose increased costs to local communities. For example, the State Department of Education requires a minimum roof pitch of ½ inch per foot,

while the Connecticut State Building Code requires a minimum roof pitch of ¼ inch per foot. The ½ inch requirement can result in increase in costs by as much as 25% increase in costs for the project. The local approval process should be sufficient to approve re-roofing projects.

### **Prevailing Wage**

The threshold amount for imposing the prevailing wage requirement has not changed in many years. Given the increases in construction costs over the years, the legislature should consider raising the threshold to at least \$1,000,000.

### **Professional Development**

Everyone agrees that professional development for teachers, administrators, and instructional support staff. There has not been support from the State of Connecticut for professional development for years. Any consideration to expand the requirements for professional development should be tabled until sufficient support from the State of Connecticut is available.

### **In School Suspension**

The current legislation concerning school suspension places an undo burden on many local school districts. Consideration of requiring local Board of Education policy on school suspension should be sufficient to solve the perceived problem with school suspensions. The current cap of 5 days in school suspension should be removed to allow districts more latitude as they use in school suspension as a tool for students discipline.

Submitted by  
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